“Study of the impact of anxiety and social adjustment on the educational achievement of adolescents of Ranchi district”

Format of research abstract

for PhD degree

in Department of Education

2020

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Research Brief

Introduction

The people living in any society play a very important role in its highest development, therefore it is necessary that every adolescent of the society is educated, because only an educated adolescent can take that society to the right goal by using all its resources properly. Today, as a result of universal education and other government efforts, a large number of adolescents are getting admission in secondary schools, therefore, to keep these adolescents of secondary schools in schools and to provide them quality education, special attention is required from parents, teachers and environment. The adolescent getting admission in secondary schools is in a state of many physical and mental changes, he thinks a lot about his present and future. In such a situation, it becomes necessary that teachers and parents recognize the anxiety of their adolescents and help them in social adjustment. In today's time, due to social complexities like employment problem, tough competition, ostentation of materialism, corruption etc., the adolescent develops a negative attitude towards society and other aspects. The Secondary Education Commission had recommended that adolescents should be given separate vocational education at the secondary level. Boys/girls reaching adolescence have many social, economic and intellectual differences. In such a situation, it becomes necessary that their path of educational achievement should be determined keeping in mind their intellectual ability, social adjustment, environment and economic level. This work is very important for both parents and teachers. If social adjustment of adolescents is not done in the right way at the right time, then a negative attitude will arise in them and they will start getting cut off from the mainstream of society. P. Umakant (2013)[1] concluded in his study that emotional intelligence does not affect emotional adjustment, social adjustment and educational

[1] Umakant, P. (2013). Relation of attitude of adolescent students of scheduled castes in Bundelkhand division with educational achievement, intelligence, memory and aspiration level- a study, Ph.D research management, Department of Education, Bundelkhand University, Bundelkhand, p.15-16.

achievement. Similarly, Mahrotra (1986)[2] found in his research that father's occupation was related to educational achievement in science, mathematics and social subjects, educational adjustment was significantly related to educational achievement. While Jaina Pandey (2010)[3] found in his study that urban areas scored higher marks in emotional health and educational achievement and there was a positive relationship between social adjustment level and educational achievement.

When a child feels uncomfortable due to anxiety, social adjustment and educational achievement, he is unable to adjust properly with the society. Due to which he starts lagging behind educationally, in such a situation, the study of the effect of anxiety and social adjustment on the educational achievement of adolescents is an important subject. Since Ranchi district holds an important place educationally and culturally, the following questions can be framed for the study of the effect of anxiety and social adjustment on the educational achievement of adolescents of Ranchi district.

Research Questions

1 What is the level of anxiety, social adjustment and educational achievement of adolescents of Ranchi district?
2 What is the comparative status of the level of anxiety, social adjustment and educational achievement of adolescents of Ranchi district on the basis of gender (boys/girls) and class (science/arts)?
3 What is the effect of anxiety and social adjustment of adolescents of Ranchi district on their educational achievement?

Problem Statement

"Study of the effect of anxiety and social adjustment of adolescents of Ranchi district on their educational achievement."

Operational Definition

[2] Maharthi, S.P. (1986). A study of correlation of educational achievement of high school students with intelligence, social status, anxiety, personality and adjustment, Research Management Department of Education, Kanpur University, Kanpur, p. 25-26.
[3] Pandey Jaina (2010). Comparative study of the impact of emotional intelligence of secondary level students on their academic achievement, Short Research Management, A.N.D. College, Kanpur.

Anxiety–

In the present thesis, anxiety or worry means a painful mental condition in which the adolescent is restless due to the apprehension of disasters. Symptoms of despair, frustration, feeling of punishment and fear of the unknown are often clearly visible in adolescents suffering from anxiety.

Social adjustment-

In this thesis, social adjustment means the process in which the adolescent either makes some changes in the environment to establish harmony with the society or changes his own behaviour according to the environment. If the balance is disturbed due to some reasons, then the adolescents are unable to make social adjustment.

Adolescents-

In this thesis, students of class 10+2 will be taken as the study because the students of this class are in adolescence. In this problem, adolescents-adolescents and students-students will be taken as synonyms. The word student is also used in the sense of adolescent-adolescents.

In this research, the population of adolescents will be defined as the students of class 10+2 of Science and Arts stream of secondary schools.

Educational Achievement-

In this research thesis, educational achievement refers to the annual examination results of students of class 10+2 studying in secondary schools run by the Secondary Education Directorate of Jharkhand in Ranchi district.

Survey of Related Literature

Mahato and Jangir (2012)[4] studied academic anxiety in adolescence. As a sample, 80 students aged 14 to 16 years studying in government and non-government schools of Minicou city of England were selected through random method. As a tool, the Academic

[4] Mahto and Jangir (2012). A study of academic anxiety among adolescents of Minicou, Island, International Journal of Science and Research, IndiaOnline, 1(3), p. 12-14.

Anxiety Scale created by Allport and Habe (1960) was used. As a conclusion, it was found that-

There was a significant difference in the academic anxiety of students.

There was a significant correlation between the environment of government and non-government schools and the academic anxiety of students.

High academic anxiety was found in students studying in government schools. The reason for this may be that the teaching work in government schools is of low level. Attri and Neelam (2013)[5] studied anxiety and academic achievement of students of secondary schools on the basis of gender differences. 200 students (100 boys and 100 girls) of class 9 were selected randomly from secondary schools of Mandi district of Himachal Pradesh as a sample. Academic Anxiety Scale created by Singh and Gupta was used as the instrument. The conclusion was that-

There was a significant difference in anxiety and academic achievement of students.

Anxiety and academic achievement of girls were found to be higher than that of boys.

Shivshankar and Ravindra Nandan (2016)[6] studied anxiety, social adjustment, emotional intelligence, study habits and attitude in adolescence on the basis of gender differences. 60 students of 14-16 years of age (30 boys and 30 girls) were selected as sample on the basis of gender. Qualitative and situational anxiety scale created by Sanjay Vohera, academic anxiety scale by Singh and Gupta, emotional intelligence scale by Hyde, Pethe and Dhar, adjustment list created by Sanjay Vohera and study habits schedule created by Dr. C.P. Mathur were used as instruments. The conclusion was that:

There is a significant difference in the family adjustment and social adjustment of the boys and girls.

[5] Attri and Neelam (2013). Academic anxiety and achievement of secondary school students-a study of gender differences, International Journal of Behavioural Social and Music Science, 2(1), p. 27-33

[6] Shivashankar and Ravindranandan (2016). Gender Differences on Anxiety, Adjustment, Emotional Intelligence, Study Habit and Attitude among Adolescence, International Journal of Indian Psychology, 4(1), pp.90-17

There is no significant difference in emotional adjustment, health adjustment, school adjustment and gender adjustment.

Objectives

The following objectives will be set for the present thesis.

1 The level of anxiety, social adjustment and educational achievement of adolescents of Ranchi district will be known.
2 The level of anxiety, social adjustment and educational achievement of adolescents of Ranchi district will be compared on the basis of the following variables.
    A- Gender (boy/girl)
    B- Class (science/arts)
    C- Region (rural/urban)
3 The effect of anxiety and social adjustment level of adolescents of Ranchi district on their educational achievement will be studied.

Null hypothesis

The following null hypothesis will be formulated in relation to objectives 2 and 3.

$H_0$1-There is no significant difference in the level of anxiety of adolescents of Ranchi district on the basis of gender (boy/girl).

$H_0$2-There is no significant difference in the level of social adjustment of adolescents of Ranchi district on the basis of class (science/arts).

$H_0$3-There is no significant difference in the level of educational achievement of adolescents of Ranchi district on the basis of region (rural/urban).

$H_0$4-Anxiety of adolescents of Ranchi district has no significant effect on their educational achievement.

$H_0$5-Social adjustment of adolescents of Ranchi district has no significant effect on their educational achievement.

$H_0$6-Interaction of anxiety and social adjustment of adolescents of Ranchi district has no significant effect on their educational achievement.

Research Method

In the present research, survey method has been used under descriptive research. Quantitative research approach will be used for collection and analysis of data.

Population

In this research, students of class 10+2 of secondary schools run by the Directorate of Secondary Education, Jharkhand, in Ranchi district will be defined as the population of adolescents.

Sample and sampling method-

For sampling, first of all, five government and five aided secondary schools will be selected from the list of secondary schools run by the Directorate of Secondary Education, Jharkhand, in Ranchi district by lottery method under random sampling method. Thereafter, all the students of science and arts stream of class 12 of each selected school will be included for the study.

Instruments-The following instruments will be used for data collection for the present dissertation.

Measurement of anxiety level-Manifest Anxiety scale by D.N.Srivastva and Govind Tiwari.

Measurement of Social Adjustment Level- Social Adjustment Inventory by R.C.Deva.

Process of data collection –

For data collection, first of all, a list of schools run by the Jharkhand Board, Secondary Education Directorate of Ranchi district will be taken from the office of District Education Officer (DEO), Ranchi. Thereafter, a letter of approval will be taken from DEO, Ranchi for data collection in the schools selected from the list and data will be collected by visiting those schools with the help of related equipment.

Process of data analysis -

Mean, median mark, standard deviation, percentage, average, T-test, F-test will be used as statistics for data analysis.

Limitations of the study –

1 The present research work will be limited to the government/non-government secondary schools recognized by the Jharkhand Secondary Education Directorate of Ranchi district.
2 This research work will be done only on adolescent students studying in class 10+2 in Arts and Science stream of schools recognized by the Jharkhand Secondary Education Council.
3 Only the secondary schools of Ranchi district will be taken as population.

Proposed chapters of research thesis

The format of the proposed research dissertation will be as follows.

first chapter

Introduction

- Background
- Geographical and educational landscape of Ranchi district
- Logical basis of study
- Research question
- Problem statement
- Operational definition
    - Academic achievement
    - Anxiety
    - Social adjustment
- Objective
- Null hypothesis
- limitations

Second Chapter

Related Literature Survey

- Background
- Related literature survey
- Conclusion

Chapter Three

Research method

- Background
- Research design
- Research method
- Population
- Sample and sampling method
- Selection of equipment
- Statistical techniques
    - Mean value
    - Middle score
    - Standard deviation
    - ‘T’ test
    - ‘F’ Test

Chapter IV

Data analysis and interpretation

- Analysis and interpretation of data
- Analysis and explanation related to the first objective
- Explanation and analysis related to the second objective
- Results and explanation related to the third objective

fifth chapter

Results, Conclusions, Recommendations and Suggestions

- Results related to the first objective
- Results related to the second objective
- Results related to the third objective
- Conclusion and discussion
- Recommendation
- Educational implications
- Suggestions for future research
- limitations

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3 Pandey Jaina (2010). Comparative study of the impact of emotional intelligence of secondary level students on their academic achievement, Short Research Management, A.N.D. College, Kanpur.
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